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Philosophical chairs sentence starters

[PDF]Philosophical Chairs - Roosevelt Middle School Pre—Discussion Organizer for Philosophical Chairs. Students who do not ... Page 2. Andara Macdonald, Ph.D. California High School Speech Association. Ask yourself the following questions: What is the topic at hand? Prompt 1: As long as people hold different values/beliefs/“truths” about the world or about life, there will be conflict between these. The facilitator moderates the discussion. One end represents the strongly agree side, the other end is strongly disagreeing, and everything in between might be views leaning one way or the other. Students are divide into two opposing groups, they must take a position that they are going to argue! The debate/discussion can be done as a quick debate without pre-studying or have students due background reading. In discussion, personal experience and ... Debate calls for ... They get a lot of positive feedback on zingers, but how often do we acknowledge open-mindedness as a skill we want to cultivate?It’s illuminating for me to listen to the insightful commentary my students share. DEBATE “Might is right” DISCUSSION “The noisier, the smarter” DIALOGUE “Connectivity for community” Diana Kardia and Todd Sevig Philosophical chairs is a form of classroom debate that is easily implemented and will get all your students engaged quickly. The next student must then summarize what that person said before they share their own thoughts. What is the evidenced that supports your opinion? Before you are able to talk again, there will need to be at least two people on your “side” who have already spoken (before you get to speak again). 2. They frequently speak up soon after moving to share what point changed their mind, and then add their thoughts. SUBJECT MATTER APPLICATION Give Philosophical Chairs a try during your next classroom discussion lesson-we think you and your students will love it! Resources Scholastic- Philosophical Chairs discussion, Edutopia article, A Framework for Whole-Class Discussion, Discussion sentence starters Agreeing ● I agree with because _____. “I like what _____ said because _____” I agree with _____; but on the other hand, _____.” Disagreeing “I disagree with _____ because _____.” “I’m not sure I agree with what _____ said because _____.” “I can see that _____ however, I disagree with (or can’t see) _____.” Clarifying “Could you please repeat that for me?” Paraphrase what you heard and ask, “Could you explain a bit more, please?” “I’m not sure I understood you when you said _____. Students move to one side of the room for “yes” responses, the “no” responses on the other side, and “undecided” in the middle. Take notes (*Reminder: you can refresh yourself on notetaking strategies by looking at pages 73+ of our text). Who does it impact? How would you argue against their views? As students become more familiar with the protocol and the class gets better at listening and respecting each other, it’s normal for students to relax about the order—everyone still contributes. 2.) Read through the research. Students might be required to cite textual evidence to support their claims. AVID Strategy david.duez@humble.k12.tx.us. Students are given a Reflection After the discussion, students write a reflection that includes the comment that most challenged their thinking, whether they changed their mind or not, and how open-minded they were at the start of the conversation. Prepare for the discussion ... [PDF]AVID Philosophical Chairs - Waiakea High School Philosophical Chairs is a format for classroom discussion and an activity that can be ... That equally divided place becomes the debate sides-Reverse and flip flop student original perspective ANTICIPATE the opposing perspective: Think of two opposing points that people on the other side will make (against your side). Throughout the course of the discussion, you will have opportunity to “move sides” if your perspective shifts Students will be able to trace and evaluate an argument. All students spend about three minutes writing their ideas about the statement. Focus on conflict and difference as. [PDF]Philosophical Chairs Philosophical Chairs. In debate ... Be sure you understand the central statement or topic before the discussion begins. At first, alternate speaking between the two sides. All students must participate, and no one is aloud to opt out! Students may ask a opposing student for clarification, students can change sides and opinions, and they should be able to discuss topics using complete sentence in an articulate grammatically correct way. Weekly articles. Philosophical Chairs starts by laying down the rules of engagement. 3. [PDF]Philosophical Chairs: Directions for Students - Center for Education in ... Before you get to talk, you will need to restate what the person before you said 4. Discussion Process Once students have had sufficient time to write down their position and rationale, divide students into the different positions; yes, no, undecided. Undecided students stand at the end of the two rows, facing them.A student facilitator moderates the discussion. Eventually they will—I’ve never had a student who never speaks, because their classmates eventually prompt them, and they do share their thoughts.As the discussion begins, the first person to speak gives a clear rationale for their belief. For example, in a health class, Philosophical Chairs could begin with this: “Tobacco products should be allowed for ages 12 and up if monitored by an adult.” In math class: “Using a car-sharing service makes more financial sense than owning a car.”I like to give students at least five statements to ensure that we have some with sufficient disagreement to generate a good discussion, and they spend a few minutes writing their responses to each one—yes, no, or undecided—and providing a rationale. ... Differentiating Dialogue From Discussion: A Working Model (Kardia and Sevig, ... [PDF]Rules of Engagement Philosophical Chairs. Could you say more about that?” “What’s your evidence?” Confirmation “I think _____.” “I believe _____.” Confusion “I don’t understand _____.” “I am confused about _____.” Extension “I was thinking about what _____ said, and I was wondering what if _____.” “This makes me think _____.” “I want to know more about _____.” “Now I am wondering _____.” “Can you tell me more about _____?” Image by Gerd Altmann from Pixabay Read the MPR News article to develop a debate topic. Students who are undecided never have to pick a side, but they do have to share what they see as the strongest points from either side and say why they thought those points were the most compelling, even if they were not ultimately convinced. [PDF]AVID Philosophical Chairs - Waiakea High School Philosophical Chairs is a format for classroom discussion and an activity that can be used each year in the. [DOC]Philosophical Chairs Rules of Engagement Philosophical Chairs: Rules of Engagement. Dialogue calls for temporarily suspending one’s beliefs. *Reminder: you can find more about credible research on page 14+ of this text. Disadvantages? - 4.9a: Participant Reflective Checklist for ... Differentiating Dialogue From Discussion: A Working Model (Kardin and Sevig, 1997). MPR News article: “As Feds Raise Smoking Age, Debate Isn’t Yet Over In Minnesota” Take time to ESTABLISH YOUR PERSPECTIVE. The statement doesn’t have a right or wrong answer, but is relevant to the content. ncrossDIFFERENCE ... Some reflection starters might include: “I changed my mind because...” “I didn’t change my mind because....” but I learned that....” Discussion Norms Before starting any speaking and listening activity, it’s important to have discussion norms. But as the year goes on, and the class gets better at listening and respecting each other, it’s normal for students to relax about the order—everyone still contributes.I give the facilitator a roster so they can mark off who they’ve called on, in an effort to broaden the number of students who talk at least once. [PDF]Comparison of Dialogue and Debate - EED Courses In dialogue, finding common ground is the goal. Do a little credible research. It’s a student-centered strategy that can be used in any content area around a multitude of topics. The exercise also provides a venue to challenge students’ assumptions.The basic outline of Philosophical Chairs is this:The teacher or a student presents a statement for the class to consider:All students spend three minutes writing their ideas about the statement;They decide which position they’ll take on the statement (yes, no, undecided);They discuss their ideas and positions for about 10 to 15 minutes; andThey write a reflection that includes the comment that most challenged their thinking, whether they changed their mind or not; and how open-minded they were at the start of the conversation.Before starting any speaking and listening activity, it’s important to have discussion norms. 5. What are the advantages? [PDF]comparing debate, discussion and dialogue* debate discussion ... Philosophical Chairs: Directions for Students. Philosophical Chairs is similar to a debate. Write the information down and remember to fully cite the information. –Hand out a post-it to each student—they should write their name on it-Student place their post it somewhere on the masking tape continuum-Instructors-find out the half-way point on the line. Holtville High ... Interracial relationships are acceptable. DISCUSSION. “The noisier, the smarter”. Be sure you understand the central question or topic before the discussion begins. Students with opposing views on the issue sit facing each other across the center of the room. Include your own perspective on the ideas. (See stems below) Adaptations This protocol is typically helpful at grades 6 and higher. Some teachers set up one hot seat to represent each side, and students must take turns in the seat. I coach facilitators ahead of time, teaching them how to ask clarifying questions, and asking them to call on those who seem like they have something to say but are not raising their hand.The two sides alternate speaking at first. Some class norms might include: One person speaks at a time Look at the speaker and use body language that shows you’re listening Restate what the person before you said Let three people on your side speak after you before you speak again Gently and quietly remind others if they’re not following the norms A good idea to help students foster conversation is to provide them sentence stems for politely disagreeing, adding on to someone else’s comments, and redirecting the conversation back to the topic. Debate Socratic Seminar as Dialogue vs. Rules of Engagement. DIALOGUE. For example, in a health class, the discussion could begin with this: “Tobacco products should be allowed for ages 12 and up if monitored by an adult.” In math class: “Using a car-sharing service makes more financial sense than owning a car.” To start the discussion, the statement is presented to the class by the facilitator—it can be either the teacher or a student. On the day of the DEBATE. Philosophical chairs method Here are the basic rules... 1. In dialogue, finding common ground is. Debate creates a closed-minded attitude, a determination to be right. I quickly poll the class before we begin to ensure there’s a fair division of opinion—if there is not enough for a robust discussion, I’ll drop a statement, or participate with the side that has less advocates, but otherwise I’m an observer.After students write their initial responses and thoughts, they move to sit or stand in a yes row and a no row facing each other. Find at least two pieces of evidence/places of text to reference and use later on during the debate. Oracy, in one of my goals for using Philosophical Chairs “Oracy, the ability to express oneself fluently and grammatically in speech.” Socratic seminar as dialogue may be better than debate and argument, debate is about who is right, but Socratic seminar as dialogue is about finding the right way, better way and or the truth! [PDF]Socratic Seminar as Dialogue vs. DEBATE. [PDF]Using Philosophical Chairs by: David Duez Using Philosophical Chairs by: David Duez. The best Socratic Seminars are those ... [PDF]Philosophical Chairs Presentation Philosophical Chairs. As the discussion begins, the first person to speak gives a clear rationale for their belief. In my class, the norms generally include:One person speaks at a time;Look at the speaker and use body language that shows you’re listening;Restate what the person before you said;Let three people on your side speak after you before you speak again; andGently and quietly remind others if they’re not following the norms.I provide students with a sheet of sentence stems for politely disagreeing, adding on to someone else’s comments, and redirecting the conversation back to the topic. We use these for the first few discussions, but after that students generally don’t need them.A more detailed explanation of Philosophical Chairs goes something like this. They frequently speak up soon after moving to share what point changed their mind, and then add their thoughts.Students who are undecided never have to pick a side, but they do have to share what they see as the strongest points from either side and say why they thought those points were the most compelling, even if they were not ultimately convinced. One person speaks at a time 2. Write them down. This strategy can be used at different times during the unit, such as after Key Assignment #, # and 5. Students are allowed to switch sides at any time. It’s set up like a debate—and one explicit objective is for students to be open to changing their minds.The other objectives—which can be tied to standards—are for students to practice respectful dialogue, provide evidence for claims using prior knowledge, organize their thinking and logical reasoning, and avoid disputable statements. They share what discourse was most effective or had the greatest or least impact on their opinion! At the conclusion of the debate/discussion, the students will reflect on their own debate skills, their own view as well as the opposing views. right. A statement about a topic is presented to the class by the facilitator—it can be either teacher- or student-generated.It’s a statement that doesn’t have a right or wrong answer, but is relevant to the content. Check out the following: 1.) Consider your already-brainstormed anticipated opposing perspective and your rebuttal(s). The debate could be based on text the students have read ahead of time. Philosophical Chairs uses debate topics in the form of short (interesting/controversial) statements, “Men are better primary teachers and can teach children better than women” the students must choose which side they agree or disagree with. [PDF]JAW-Philosophical Chairs Template - AVID Weekly Philosophical Chairs Lesson Template. [PDF]Philosophical Chairs - cloudfont.net Philosophical Chairs. I ask for everyone to show that they’re listening respectfully, but it’s important to let kids not talk. They don’t give an explanation—they just move. Like Socratic Seminar, Philosophical Chairs exemplifies the use of WIC-R ... A tool to teaching critical thinking. An exercise called Philosophical Chairs is a versatile way to get students speaking and listening to one another. Be sure ... Debate. If your students are a little restless at the end of the year, Philosophical Chairs harnesses that energy and all that students have learned. 9. What are the practicalities (e.g., cost, time, resources, etc...) What else should we know about this topic? Remind students to organize their thoughts before speaking. “I have three points to make, first...” Throughout the discussion, the teacher should keep notes on the students’ participation. To initiate speaking, say the person’s name and then throw the ball. Can you persuade others to change their opinion? Teachers may also opt to offer a continuum of choices, ranging from “Strongly Agree” on one side of the room, all the way to “Strongly Disagree” on the other, and have students place themselves along that continuum based on the strength of their convictions. Students discuss and evaluate their own ideas and of their colleagues at the end of the debate. “The noisier, the smarter” ... Everyone would be a lot better off ... But the best part is reading their reflections, and seeing the growth on the page: “I changed my mind because...,” or “I didn’t change my mind because..., but I learned that....” I can see their growth in their own words. It will be up to the teacher’s discretion when to use it. Over time, students will feel comfortable not needing these stems. Decide which section you will ... ‘cnnectr’wty for ... In dialogue, finding common ground is the goal. What do you think about the issue? What is your opinion? They will be able to articulate and discuss the argument and relate it to their own beliefs. Tobacco should be illegal for purchase or use. Students then decide which position they’ll take on the statement along with their rationale; yes, no, or undecided. [DOC]Philosophical Chairs Rules of Engagement Philosophical Chairs. In theory, learning happens when students use critical thinking to resolve subsequent conflicts which ... [PDF]Comparing Debate, Discussion and Dialogue DEBATE ting/li is right”. This challenges students’ thinking and pushes them to see other perspectives.I think it’s important to praise students for open-mindedness, and not for their excellent points. [DOC]Comparison of Dialogue and Debate In dialogue, finding common ground is the goal. They read the statement, call on students to explain their position, and gently remind students to stay focused on the topic. - 4.6b: Rules of Engagement for Philosophical Chairs. Philosophical Chairs is a versatile and engaging student discussion strategy. The next student must then summarize what that person said before they share their own thoughts.Students are allowed to switch sides at any time. Younger students might still agree or disagree and include their rationale, but not have to summarize the other person’s statement. You can also allow students to choose “undecided”. [PDF]Philosophical Chairs Topics - asd5.org Philosophical Chairs Topics. The facilitator shares their opinion at the end of the discussion.Occasionally, when I sense that both sides are not being open-minded about a statement, I’ll have them do something I call a Lincoln Debate—everyone has to switch sides and argue for the opposing position. Presented by: Brainstorm ideas. *For instructors: additional option: reversing students’ original debate perspective beforehand Prior to class, put a long piece of [masking] tape up on the wall—representing a continuum. The goal of this instructional template is to give teachers effective strategies they can use with AVID. Research and Write: You have a few research tasks. Using Philosophical Chairs, students will: think critically move around the classroom form and share their own opinions use evidence to support their ideas listen attentively to classmates respectfully disagree with others Preparation To prepare, the teacher creates a statement that has at least two possible positions—agree/disagree or yes/no. Students are not required to speak. They read the statement, call on students to speak, and gently remind students to stay focused on the topic. Decide which section you ... AVID elective. Student’s that disagree with the statement must in turn give evidence supporting their views. What is the most important reason why you think this way? 1. “Might is right”. Plan your own rebuttal against those two opposing perspectives. In dialogue, one ... Philosophical Chairs is a fast and fun way to teach critical thinking, Socratic debate, public speaking, academic discussion, and dialogue skills. Students that agree with the statement must give his or her reasons for agreement in clear facts, personal experience and logical reasoning.

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